# THE JOURNAL OF EDUCATION

Volume 132 MAY, 1949 Number 5


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|---|---|
| Reading to Enrich Experience | JAMES J. JELINEK |
| The School Annual --- They Did It ! | REEF WALDREP |
| Practical Aids to World Unity | ELLENJARDIN NOLDE |
| Words Are Puppets | IVAL STAPLES |
| A Rating Scale for Textbooks | SAMUEL E. BURR, JR. |
| Disowning "Miss Brooks" | SAMUEL G. GILBURT |
| Blight (A Story) | MABEL LINDNER |
| Have a Heart ! | JAMES N. EMERY |
| Arranging a Time Table | PHYLLIS O. EDWARDS |
| Commencement Talks Are So Exciting | GEORGE FEINSTEIN |
| Coming To Boston ? | JOHN H. TREANOR |


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# The JOURNAL of EDUCATION

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## CONTENTS

YOUR TEXTBOOK REPORTER 128

EDITORIALS 130

READING TO ENRICH EXPERIENCE
James J. Jelinek 132

THE SCHOOL ANNUAL — THEY DID IT!
Reef Waldrep 133

PRACTICAL AIDS TO WORLD UNITY Ellenjardin Nolde 134

WORDS ARE PUPPETS
Ival Staples 137

A RATING SCALE FOR TEXTBOOKS
Samuel Engle Burr, Jr. 138

DISOWNING "MISS BROOKS"
Samuel G. Gilburt 139

BLIGHT (A STORY)
Mabel Lindner 140

HAVE A HEART
James N. Emery 143

ARRANGING A TIME TABLE
Phyllis O. Edwards 144

COMMENCEMENT TALKS ARE SO EXCITING
George W. Feinstein 145

COMING TO BOSTON?
John H. Treanor 146

THE NEWS DIGEST 147

GRINS BETWEEN GRINDS 150

## As we go to press . . .

We take this opportunity to thank literally hundreds of you, our readers, for helping us during the past year toward fulfilment of our aims for the Journal. We can remember no previous year in which so many of you have written so enthusiastically about the magazine, nor any year in which more material of real merit has been submitted to us for publication.

Your letters serve to replenish our own enthusiasm for education, an enthusiasm that we hope always to share with our readers.

Once we have this closing issue of the school year started on its journey of millions of miles, we shall roll up our sleeves and commence planning for next year. But better than anything we ourselves can plan or predict will be the surprise contributions some of you are preparing to send us during the summer. A number of fine articles have already arrived — more than usual for this date.

Let us try once more to make clear our secret ambition for the Journal. We want every inch of it to be as packed with usefulness to educational people as is a can with sardines.

To be useful, a periodical must be interesting, clear and readable. The Journal must not gather cobwebs, internally or externally. Each article must have point. It may bring news of concern to educators, thoughts to spur the mind, experiences that suggest solutions, or a mixture of all three.

But will it help? How will it help? How many will it help?

These are the questions comprising our admission test.

Mind you, we have no desire to produce just another of those general magazines of education. The Journal must be so useful at so many points that nothing else will take its place.

If you agree with some of our friends that the Journal, even this past year, has been near the top in this respect, won't you say a good word for it to your associates? Some of you are in position to put the magazine into a number of schools by a few strokes of the pen. Help us to help the profession. That's all we ask... When in Boston, why not come and see us?

# *Your Textbook Reporter*

GUIDING ACTIVITIES

Teachers nowadays are called upon for more than classroom instruction. They must sponsor, lead or advise student groups in homerooms or clubs or both. The prospect of undertaking such special tasks is rather appalling unless the teacher has some basic information on how to tackle the job and what she can hope to accomplish. To her rescue comes a book: **Guiding Homeroom and Club Activities.** She can get from this a valuable insight into the nature of adolescents, how to organize them or rather to help them organize themselves for joint projects that will, if properly steered, bring about marked improvements in personality, character and the ability to get along with one another.

The volume deals with the role of the adult leader, gives full accounts of the democratic processes used in organizing a homeroom and carrying out a worthwhile program, describes the work of a typical group of girls and another of boys—then assesses the values and shortcomings of these and similar experiments, and ends with a chapter on the setup within the school that is needed for best results.

Evidently clubs are here to stay and for good reason. They offer an effective means for bringing out latent abilities not seen in classroom situations. The teacher in charge of the group has here an opportunity to become better acquainted with pupils as individuals and to guide them toward desirable life goals. Much of the great secret of doing these things is revealed in the book here so briefly sketched.

GUIDING HOMEROOM AND CLUB ACTIVITIES. Ruth A. Fedder. McGraw-Hill Book Company, New York. $4.50

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HUMAN RELATIONS

The specific purpose of this text in Human Relations is explained in the full title: **Improving Human Relations in School Administration.** While addressed to superintendents, principals and teachers, actual and prospective, the work deals mainly with the functioning of the principal. How can the administrative officer of a single school bring about the human relationships best suited to successful teaching? The answer is stated most succinctly at the conclusion of the book. Let the principal get down off his high horse. Of course this idea is conveyed in various ways throughout the text.

An interesting diagram consists of a clock face showing two circular arrows pointing in opposite directions. Counterclockwise runs arrow showing the traditional flow of authority from community to board to superintendent to principal to teachers to children. But there is an equally strong current in the opposite direction, starting with the needs of the children and ending with the community. It is important that the interaction of these two currents be kept in mind.

The author manifests the same sort of ability in organizing and presenting his ideas that were to be expected from his previous writings in this and other periodicals of the profession. He employs realistic cases to illustrate his recommendations. Uppermost in his thinking is the concept of a democratically organized school in which teachers are treated as intelligent partners rather than pawns or puppets. The principal seeks the opinions of groups and committees. He becomes the leader, not the boss. He exercises tact in difficult situations and in executing the will of the faculty. He must disarm the lingering suspicion that he may be a tyrant merely preteding to want suggestions.

This text in human relations blazes a fresh trail. It recognizes that a school is no better than the degree of internal harmony achieved among its faculty members—no better than their ability to pull together toward a well defined, commonly accepted goal. And at every point it is concerned with the concrete problem: How.

IMPROVING HUMAN RELATIONS IN SCHOOL ADMINISTRATION. Wilbur A. Yauch. Harper and Brothers, New York. $3.50

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EDUCATIONAL PSYCHOLOGY

What goes on in the process of learning? What are its aims? How do the aims and methods of instruction today differ from those of earlier times?

These and many related questions are considered in **Educational Psychology,** by H. A. Peterson and several collaborating authorities.

The newer emphasis on the social meanings of knowledge is well indicated in this text. Teachers are advised to motivate specific studies relating them to individual and social values. Information is shown to be unimportant unless it contributes to the solution of a problem. Yet many problems have already been solved and pupils need not waste their time trying to solve them over. This leaves some room for exposition by the teacher through books or equivalent devices.

The authors call attention to the need for cooperative rather than competitive learning, and they cite evidence to prove that cooperation has played a large and essential part in human development from primitive times onward.

Such old standbys as rote learning and retention are not neglected, but there is more about shaping education to the task of making mentally alert citizens with practice in assessing facts and reaching sound conclusions, more about bringing out latent possibilities of personality and intelligence, than would have been found in such texts a generation ago. Through the use of case studies and examples, the authors have practiced the good psychology they preach.

EDUCATIONAL PSYCHOLOGY. Peterson, Marzolf, and Bayley. The Macmillan Company, New York.

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BIOLOGY IN DAILY LIFE

Nowhere in the pages of **Biology in Daily Life** does one read that textbooks do not grow on trees. Yet this is the main conclusion reached by your observer as he leafs through the volume. And if they do not grow on trees, they at least grow almost as slowly as do trees and are the result of long planning, much research, and infinite care in the choice and presentation of material.

**Biology in Daily Life** brings to bear every known device for making the essential facts and principles of the subject clear and attractive to the student. It contains over four hundred drawings, photographs and combinations of the two. These are

by no means incidental but serve to drive home important ideas more effectively than the printed text itself. Often they save hundreds of words. The photographs are so taken as to give the effect of three dimensions. From first to last the reader realizes that biology is practical. He is dealing with applied science. He sees biology as a kit of tools for the betterment of man's condition.

The style of writing is straightforward and easy to follow. Scientific terms are restricted in number and all are defined and pronounced by on-the-spot footnotes. Basic principles and specially significant statements are so marked as to make them stand out above minor details. Questions and task assignments at each chapter end are well aimed to clinch the lessons and to open wider vistas. Not until the final unit does the student encounter the intricate classification of biological types—and this unit may be skipped or used for reference purposes only. At least it has not cluttered the learner's mind from the start. Meanwhile the amount of information he has gathered about matters that concern his everyday existence, his food resources, recent discoveries relating to health and a thousand other things is amazing.

Just by way of completeness, there is a workbook; also a teacher's manual and key.

BIOLOGY IN DAILY LIFE. Curtis and Urban. Ginn and Company, Boston. $3.60.

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## ALGEBRA, MEANING AND MASTERY

The author of this algebra has really gone to town with the idea of relating the subject to arithmetic and leading the student along a clearly marked road of understanding. His initial unit offers an innovation by considering algebra as an international language, as indeed it is—a language having four centuries of growth behind it.

The concept of directional or signed numbers makes sense instead of bewilderment out of negative quantities. Many illustrative examples are given from common situations before any operations or rules are introduced. The same gradual approach is employed before each process.

Besides the topics usually treated in a first year algebra, there is a unit on statistics and various types of graphs, and another on logarithms and the slide rule as an application of the laws of exponents.

Much practice is provided in translating words into algebraic symbols and vice versa—thus paving the way for problem solving.

Cumulative and unit reviews and tests are interspersed at frequent intervals. The more difficult exercises are starred so that only the stars of the class need deal with them.

Due attention is paid to the notion of variables and functions, so that these should have less mystery when encountered in some later course.

This elementary text, with clear explanations, should lay a firm foundation for subsequent study and, in fact, should provide an interesting study in itself for those who will never build their mathematical structure any higher.

ALGEBRA, MEANING AND MASTERY, Book One. Daniel W. Snader. John C. Winston Company, Philadelphia. $2.20

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## FILMS AND EDUCATION

From the beginning of motion pictures around 1895 there was hope of their usefulness in education. Yet the real development of educational films did not start until 1910. In the almost thirty years since that time, there have been much experimentation, many exaggerated claims, and considerable research to determine the significance of films as an educational adjunct.

**Film and Education** marks an effort to bring together the best that has been learned to date concerning the application of films to instructional ends. Thirty-seven authorities in the field have contributed the respective chapters dealing with specific phases of the matter. Many different projects for assessing the worth of films as teaching aids are reported by one writer. Others have discussed the applications of films to all the major subjects taught in school and college. Thus if you would learn what films offer in the teaching of science, health, the social studies, —even in music or the language arts —you will find answers in this compendium. Or you may learn about films in industry, the army or the church.

Other chapters deal with the film as applied to education abroad. The final portion of the book treats the problems of administration — telling how one state provides a film library, how a city school system manages distribution through a building coordinator, how public support can be secured for community films, and similar matters of know-how as learned through experience.

If too little is said in the volume about the limitations of the film in certain directions, the writers frequently stress the need for wisdom in the making of educational films and for judgment in their use. A film that is right for one age group may be wrong for another. You can't teach everything with films, nor can you teach everything without them.

FILM AND EDUCATION. Edited by Godfrey Elliott. The Philosophical Library, New York. $7.50

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## THE TEACHER AND SCHOOL ORGANIZATION

Today's teacher must have some understanding of the problems faced by the administration—must regard his own work as related to the aims and procedures of the larger unit.

Is the teacher merely to understand the orders handed down to him from the responsible head of the school community? Unfortunately this is a situation still existing in many places. The ideal toward which schools are more and more advancing is, however, something entirely different. Call it democracy or cooperation or what you will—the teachers are playing an increasingly important part in the shaping of school policies. They serve on committees to revise curricula, select textbooks, study this or that aspect of school work. They are allowed to express their views without fear of reprisals when they refuse to say "Yes, yes." Cooperation is ceasing to be a one-way street—the teacher "cooperating" in whatever the administration demands.

Apart from this healthy development now taking place throughout the country, teachers have much to learn about the set-up of the schools before they can enter intelligently upon their duties. This new text provides the needed information. It presents its subject in straightforward fashion.

THE TEACHER AND SCHOOL ORGANIZATION. Chamberlain and Kindred. Prentice-Hall, New York. $5.00

# EDITORIALS

## EMERGENCY CERTIFICATION

Before this is printed, figures for the current year may be disclosed that will be more reassuring in the matter of substandard teachers. But a comparison of last year and the year before, compiled from certificating officers of forty-three states and the District of Columbia by Dr. Victor Randolph of Southern Illinois University, indicated a slight increase in the number of public school teachers serving under suspended rules. Thus last year's total of 122,000 such teachers was higher by 2000 than that of the year before. Compared with the NEA's estimate of 882,733 as the whole number of teachers employed in 1947-48, the sub-standard total represents one teacher out of every seven—which is quite a ratio.

Not reported in Dr. Randolph's table were Ohio, Montana, Massachusetts (which does no certifying anyway), Rhode Island, Connecticut and the city of Baltimore.

California, with its rapid growth through immigration, was obliged to add 2400 sub-standard teachers to the 13,880 previously working on that basis. Other states showing marked changes in the same direction were: Oklahoma with an increase of 3682, New York up 716, Alabama 1278, Louisiana 700, and Wisconsin 530.

On the other hand, the numbers of poorly qualified teachers dropped by 1550 in Iowa, 500 in Mississippi and South Carolina, 700 in Texas, and 1275 in Washington.

While standards have been raised or lowered in certain states and salary increases have caused some moving around, these factors have generally offset one another. The plain fact is that an emergency condition still exists and more must be done to recruit the number and quality of members wanted for the teaching profession.

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## TEACHERS COLLEGE "PRESIDENT"

To those of us who have always thought of Teachers College in New York as a department of Columbia University, headed by a dean named Russell, the news that the present dean of that name has been made "president" of Teachers College comes as somewhat of a surprise.

What we did not know or may have forgotten is that Teachers College began as a separate school, known as the New York College for the Training of Teachers, back in 1887. Nicholas Murray Butler was its first president, serving four years. During the ten year interval before he became President of Columbia, the independent Teachers College, headed by James Russell had at the latter's instigation, been linked with Columbia University. Yet the relationship has always been an affiliation rather than a complete merger, each institution retaining its corporate identity. As head of Columbia, Dr. Butler had the additional title, President of Teachers College.

Now the Dean of Teachers College has been given the more exalted title of President, his deputy being promoted to dean.

No other change of importance has been made at this time—merely the so-called "reactivation" of the college presidency and a few minor adjustments between the two institutions. Eisenhower, as President of Columbia, outranks William F. Russell as President of Teachers College. President Russell has also to reckon with his own board of trustees, as does President Eisenhower with his.

We hope this mixture of coordination and subordination will operate smoothly. It does, however, leave some doubt as to ultimate responsibility for the policies of Teachers College.

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## VALUES

No one in his right mind would deny the importance of science, mathematics, economics, business or the various occupations by which men earn a livelihood or employ natural resources to better the lot of mankind. Civilization could not have survived the Axis onslaught had it not been for the applications of all the knowledges and skills Americans had learned or were able to acquire during the war. Scientific agriculture will be needed increasingly to keep the race from starving. Scientific medicine must continue its conquest of disease.

Why, then, do intelligent persons, including many educators, protest that science, which works such miracles, is not enough? Why do we witness a reviving emphasis on general education, literature, the arts, the so-called humanities?

It is because science deals exclusively with facts—is not concerned with the deeper things men really live by—if they are indeed men and not mere animals. A school of science, technology or engineering may turn out specialists of great ability who have no scale of values, no notion of what is great in aesthetics, in morals, in culture or intellectual attainment. The narrowly trained scientist is unacquainted with history, with philosophy, with ethics, with the concept of human dignity and kinship or with that of a divine will which sages

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in every century have believed rules the universe and helps individuals to rise above material things into a life of the spirit.

Do without science we cannot. But to do with science alone would be equally impossible.

Men must have experience in judging values in some of the major areas of thought and feeling.

Man shall not live by bread alone. Science left to itself thinks too much of things. It must be supplemented and counter-balanced by thoughts of humanity and its highest possibilities and aspirations. Of what use is survival itself without a sense of values?

## NO MORE ABUTTING

City people who rise early and have their radios on while dressing may soon know more about farming than the farmers themselves, many of whom are already at work when the farm programs begin.

Well, we heard something the other morning about goats. It was very brief—something to the effect that any one nowadays who speaks disparagingly of goats is sure to be jumped on. It seems that goats have a lot of friends, including the organized goat breeders and the people who use goats' milk.

The logical outcome of all this is going to be that you will no longer be able to say "He was the goat" or "It gets my goat" in the old careless fashion. As for dividing the sheep and the goats, you had better stop and count ten before voicing this slanderous comparison. Next thing we expect to hear is that the sheep and the goats are holding a conference on reconciliation— passing resolutions against goatees, bock beer insignia, and the alleged use of goats for initiation purposes. Just as the conference is about to adjourn, a resolution proposed by a veteran ram is vociferously adopted: "We hereby recommend dropping from the English language the word 'sheepish' ".

Of course other domestic animals will take notice and there will be corresponding protests from dogs, cats, parrots, mules, monkeys and other innocent victims of that deeply rooted custom of generalization. And what a chance for new societies!

## STUDENTS RATE PROFESSORS

The College of Literature, Science and the Arts of the University of Michigan has adopted a plan for really checking up on its professors. The faculty members themselves were skeptical at first but have now given their approval. The plan, which is to run for five years, calls for the rating of every teacher in every course by the students; also for ascertaining what faculty members think of one another; and what guidance officers have discovered in their conferences with students.

The administration hopes by this means to recognize and encourage superior teaching—and, no doubt, to rid the college of inferior teachers.

Rating by the students began last fall with questionnaires covering courses taught by instructors and assistant professors. On a scale of A to E, these teachers scored an average of B. Some of the professors were more highly regarded by those in their advanced courses than by freshmen.

It implies a lot of courage for instructors to inquire what students think of their clarity, fairness in marking, honesty, readiness to help, correlation of lectures and tests with assigned reading, and success in arousing interest. The Michigan faculty displays not only this fortitude but also a determination to improve the quality of its service by a further program of self-examination and mutual criticism.

Apparently we are about to have one student-centered college—possibly more than one. The experiment will bear watching.

## TB TESTS FOR TEACHERS

Residents of an eastern city learned the other day that a motorman on the local transit lines had quit his job only a week before his death from tuberculosis. The realization that he had been exposing thousands of passengers to the disease came as a shock and led to a demand for physical checkups.

Ought not the laws of every state to demand periodical X-ray tests for teachers and other school employees? An inquiry recently made of conditions in Rhode Island by the Providence Journal, revealed a laxity in this regard which is probably duplicated in many other parts of the country. Only two Rhode Island communities provide for yearly TB tests for adults in public school employment. In some cities a certain small percentage of the teachers submit voluntarily to the tests provided from time to time by mobile units. While teachers in some centers are obliged to furnish health statements from a physician before being hired, this precaution is only temporary, since tuberculosis may develop rapidly at any time.

In some places all the school children are tested for the disease at regular intervals. In others special care is exercised to see that cafeteria workers are free from communicable diseases and are not typhoid carriers.

But so long as teachers and janitors are excused from the TB tests, the children are not adequately protected from one of the most dangerous ills that human flesh is heir to.

# READING TO ENRICH EXPERIENCE

**JAMES J. JELINEK**
**The University of Missouri**
**Rolla, Missouri**

Miss T., an elementary school teacher for sixteen years, had occasion to attend my summer school course in World Literature, a course designed to guide students in their study of classical literature as well as to encourage them to read contemporary books of their own choosing.

It did not take me very long to notice that Miss T. read much more avidly than the other students. Somewhat to my chargin, however, she chose to read only passionately romantic novels of a most sensational bent.

Being reluctant to commit an indiscretion in the case of a diligent and respected teacher of long standing, I tried as tactfully as I could, to point out to her that she might very well broaden her scope of reading by reviewing books concerned with other areas of thought.

Her reply to my suggestion was provocative, to say the least. "Professor Jelinek," she said, " I know I will never have any real experience in love. I always was diffident and shy—the wall-flower type, if you will—and I don't, as an old maid school teacher, expect that things will be any different now. By reading love stories I'm able to experience vicariously that which I never will be able to experience in reality."

I appreciated her candor although, I was somewhat taken aback by it. I pointed out as best I could that I thought she was making of literature a mechanism to escape dealing with problems realistically. To this she nodded her head in quick agreement. "Yes," she said, "all of us exercise some such escape or promptly go crazy."

To substantiate her point of view she told me of one of her students, a boy who, although he was so badly crippled he was unable to walk without crutches, was tremendously interested in football and baseball and devoted his free-reading time to all the books he could find on these sports.

According to Miss T. this reading was the boy's only salvation. She felt that, like her, the boy needed the vicarious experience reading gave him in order to maintain what she called a psychological equilibrium.

However convincing such an argument for escapism through literature may seem on the surface, I feel it has serious shortcomings. To begin with, if it be true that the subject matter of literature is everything that man has thought or felt or created, the student's reading of literature is, in the largest sense, a matter of opening vistas into the ways and means of the life abundant rather than a matter of setting up narrow channels to by-pass or escape the experiencing of life to the full.

In these terms Miss T. and the crippled boy, instead of considering themselves misfits needing to escape from the reality of their particular situations, might very well look to literature for a diversity of stimulating hypotheses to serve them as springboards to creative action and thereby to fuller, more realistic living.

Ralph Waldo Emerson expressed this approach to literature most succinctly when he wrote in "The American Scholar," "Action is with the scholar subordinate but it is essential. Without it thought can never ripen into truth. The preamble of thought, the transition through which it passes from the unconscious to the conscious is action. Only so much do I know as I have lived."

In keeping with this viewpoint, Sir Richard Livingstone, vice chancelor of Oxford, once advised a student who was about to enlist in the Army to carry a copy of Thucydides in his knapsack when heading for the trenches. Although the incident is perhaps an exaggerated example of a point of view, it does nevertheless serve adequately as a reminder that students, if they are to understand themselves, their relations with others, and their role in society, can use literature to good advantage by looking upon it as a guide toward helping them formulate for themselves a frame of reference for ideas and emotions which are inextricably linked with the hard stuff of reality in which they live.

To put it another way, it is one of the important functions of reading to facilitate learning as much as possible by assisting students to acquire knowledge which is appropriate to solving their problems rather than running away from them. Unless the hypotheses of literature are viewed by students in terms of their own emotional and intellectual problems, doses of reading, no matter how frequently administered, will have little or no lasting value.

Teachers of literature are inevitably impressed with the fact that many of the great accomplishments of individuals begin with hypotheses which are disseminated through literature and then worked into concrete action. Some examples of this reading-experience concept are as follows:

The work of Otto Hahn, Lise Meitner, Leo Szilard, and Enrico Fermi

on the fission of uranium and the creation of the atom bomb serves well to show an action of recent times that was given foundation in scientific literature more than four decades ago when Albert Einstein first presented his mass-energy equivalent.

Likewise the case of Mrs. Vashti McCollum vs. the Board of Education of Champaign, Illinois, brought to the Supreme Court to decide whether religion should be taught in the public schools is another contemporary action which was based upon an idea by John Locke many years ago when he wrote in his famous "Letter Concerning Toleration," "I esteem it above all things necessary to distinguish exactly the business of civil government from that of religion, and to settle the just bounds that lie between the one and the other."

And lastly, the announcement of individuals in The Actors' Equity Association to the effect that they would not appear at the National Theater in Washington unless it permitted Negroes in its audiences is another recent action based upon a hypothesis which was expressed in a literary classic more than three hundred years ago when Benedict Spinoza wrote, "They must firmly decree and establish that they will be guided by reason and will restrain any desire which is injurious to man's fellows, that they will do as they would be done by, and that they will defend their neighbor's rights as their own."

And so it goes. If individuals in our culture are to be saved from dull, drab living, as well as from peril, it is going to take the best of man's thinking from the literature of all ages and all places to do it, and then only if that thinking is put into concrete action by those who partake of it. "Books," says Milton, "are not absolutely dead things, but do contain a potency of life in them to be as active as the soul was whose progeny they are."

For students to see that the ideas they gain through reading have meaning and application for them in the realm of their own experience is the very essence of the learning process, and it is indeed by way of this learning process that they can live abundantly and intelligently.

# THE SCHOOL ANNUAL — THEY DID IT!

**REEF WALDREP**
**Oak Ridge Schools**
**Oak Ridge, Tennessee**

Many questions were in my mind the afternoon when thirty students filed into my "core" class to begin a new year—to publish an annual. We had carte blanche to do that annual the way we wanted to.

The class was varied, the typical variations found in this atomic city, peopled by folk from every state in the union. Not all were the children of scientists; there were the sons and daughters of foremen, supervisors, laborers. I felt that it was a good class with the unlimited possibilities offered by any average group.

We were starting on a challenging experiment, a venture into the unknown. Annuals have been produced traditionally in schools for a long, long time. There is a sameness in their themes, ideas, layouts and purposes.

But our annual was going to be different. As far as I was concerned, the social growth of these children was the main goal. (At that time, I did not dream how my own social development would be tested in my dealings with the seventy teachers in this junior high school.)

My mind was filled with bits of information from cumulative folders, achievement tests, I. Q. ratings. Would this group take the annual seriously? Would they elect an editor merely by standards of popularity? Would they function in complete freedom? Could I bring about genuine mutual understanding?

After six years teaching and a long interval in the army overseas, I was fresh from summer school at Peabody, anxious to apply an all-out adaption of modern educational theory as I had come to see it.

I had a strong belief in children—a belief that given the proper opportunity, motivation and a genuine interest, children will work without overt discipline. I believed that they would grow to discipline themselves in order to achieve a desired purpose. The guidance I would supply was not to be of the bronco-busting type that destroys creativeness.

Of course, that September afternoon, the children had no inkling of this. They were going to publish an annual. Didn't they have a teacher? Didn't teachers always take care that you never failed in a thing presented to the public? I am sure

they expected me to take the lead.

In those first timid, tentative days, they sat and discussed at my direction. An editor was elected—a serious-minded, stable, high-grade student. Committees were set up. Big plans were aired. Other annuals were brought in.

But it was slow in coming—this tremendous thing that was going to happen to them. The teacher was just pretending to "delegate" responsibility. They were slow to realize that a venture involving $5000 was going to be dumped hard, flat and solid into their laps—to do or die. (I was kept awake nights by the possibility that they might let it die.)

I sat. I listened attentively. I looked interested when minor disputes arose. I consoled and advised when the young girl editor sought to defend in class an undemocratic action she had initiated. I heard the sob in a boy's voice as he admitted that he could not function as business manager and resigned from the office to which he had been elected. Gradually, I saw the strong and the capable take on jobs which even they could barely do.

I fought a war with myself as students who had been elected to higher officers were pushed into minor positions. I heard other teachers condemn me for allowing the strongest and most capable to take over. I had doubts, but I did not use pressure. Gradually, the group itself began to assume responsibility. Popularity no longer elected anybody.

And these long weeks were just the planning stage. Even then the jealousies and the politics of adult life began to take shape. It was hard to watch, for these children had ceased to be data from cumulative folders. They were the people who called me off to talk about the capacity of fellow class members, about the business manager who had made a mistake. . There were days when I was snubbed, days when I was their hero.

At first, it was simple to let the class remain in the room as all good classes do. We were talking, planning, delegating, arranging duties. But business does not remain within the four walls of a classroom. This was a business. We would take pictures of every child in the school—of groups, of activities. We would print and develop the pictures. We would collect hundreds of dollars and write thousands of checks, maintaining a business account with every child in the school. All over Oak Ridge, we would make contacts with business concerns. We would deal with printers, engravers. .

Orderly classroom procedure broke down. The group had to conduct their business with the least restriction possible. Could I give them the freedom for growth and development in which I so firmly believed?

The administration was with me. No parents complained. I had pounded home the idea that we would learn the skills, the facts needed. I had preached that experience was education. I had hammered at the entrenched belief that English was the parts of speech, diagramming and parsing.

Our home room became our headquarters. We got down to business. As *the* annual class, we were becoming famous—and lines of worry deepened in young faces. The editor and business manager began to wonder why I wouldn't "help." I began to hear remarks like "I wish I had some English", and "Aren't you the teacher?"

I never let them forget that we were there to grow. When I wrote their report cards, I talked about how they had grown, told what they had accomplished and explained in detail how English *was* being learned.

We took the pictures. The hordes who came to our room for receipts swamped us. We carried on advertising and public relations campaigns. We messed up our bookkeeping; we straightened it out. Some teachers complained—some helped. The art teacher, the typing teacher, the drafting teacher and the math teacher were consulted.

Here we were, a growing concern, pulsing with life. And there were five drones. I counseled, suggested, put them to assigned jobs, asked the leaders to give them work. Others were begging for assignments. The business manager and editor had plenty but sometimes jobs were bungled.

One girl was on the editorial committee and (before the work was started) well-liked. She was chosen to make the 23 mile trip to Knoxville to consult the printer—she was in. Then they started the dummy. She messed it up. Put to work on pictures, she destroyed good ones with indiscriminate cutting. Then she was nudged out. Her homeroom teacher and her mother talked to me. Her mother even approached the editor who sent daughter off to the business manager for an assignment. She got it and did better.

As problems multiplied, the guidance department had visits from my youngsters. Would they finish in time? So many brilliant ideas became impossible. So many pictures were fizzles. So many illusions were shattered. There were snubs and criticims from other teachers.

Before the class, I was filled with optimism. (At night, I tossed.) The editor, cheered on, grasped her responsibility firmly and was accepted as boss. Working after school, she and her group ceased to depend on me and sought help from every source they could find. They worked in the art room and even on the cafeteria tables.

XUM

Great tragedies almost floored us. One night the janitor took the pasted-up pages of the dummy and destroyed them so they had to be replaced. As the deadline came closer and closer, the business manager and her group slaved for ads. The need to make money, to come out even became all too real. A prediction of a great loss from the school office manager frightened us.

Against the advice of everybody, I trusted the youngsters implicitly to handle large sums. The principal called me in to counsel me about allowing the children so much freedom with money. I never detected a single loss. Dishonesty would have been out of the question, for it would have endangered the success of the book, their book. My belief in the group was confirmed.

We made the deadline; we read the proofs; we distributed the annual. It was all theirs, not a single word mine. But I had thrust upon them the freedom to function and to implement their ideas.

I am still full of questions. The experiment was a painful experience for the teacher, but did it hurt the children? Are they better for having grown up to tremendous responsibility? Is it good for carefree youngsters to be given such a back-breaking venture?

The class will never forget the experience nor their pride as they saw the campus thronged with students, each one with that familiar, blue-bound book that had demanded so much of them.

What of the teachers who were critical? Were they right in saying the job was too much or in feeling that children must have constant supervision?

We need to know. Is it possible and desirable to remove the organized classroom situation in order to carry out a purposeful, ambitious project?

Schools are not set up for that. A free class is an irritant in a situation where other classes are not free.

I am still wondering. I would like some comments.

# PRACTICAL AIDS TO WORLD UNITY

**ELLENJARDIN NOLDE**
**Germantown Friends School**
**Philadelphia**

Since that fateful Sunday in December, 1941, the interest of people in the United State in international matters has steadily increased. Pearl Harbor opened up the study of wide territories, previously unfamiliar to the vast majority of citizens. This has continued, because, whereas before the war the diplomatic service was the asknowledged field for foreign contacts, international relations now have bearing on many other areas. Relief projects, the Marshall Plan, Economic Commissions for Europe and Asia, all the government aid and recovery programs are bringing business and industry into closer and more frequent affiliations with foreign nations. Even the old line diplomats have been transformed. The ambassador or consul no longer limits his duties to official matters. He must know the attitudes and needs of the people in the country where he is stationed, for he must translate to them the spirit of American democracy, cooperation and tolerance, as a counter-irritant to more negative forces.

Then there is that great international experiment and proving ground, the United Nations itself. People are alert to its possibilities. It is a new effort, a great hope. And it is one place where the voice of the people can be heard in international affairs. To speak for them there are the International Consultants to the Social and Economic Council. This group is composed of representatives of world wide non-governmental organizations. Labor, Law, Religion, Social Service, Agriculture, Business, and other bodies that function on the international level are authorized to appoint official advisors who will safe-guard rights and desires as the work of the United Nations moves along. A delegate speaks and votes as his own government dictates. An "N.G.O." consultant is privileged and obligated to inform the delegates of *all* nations how people throughout the world, who work, who worship, who serve, feel about items under discussion. This is public opinion at a working level. But an individual consultant can only function when the people of the group he represents are informed and interested enough to promote their ideas and stand behind them.

The present concern about world affairs has come about under stress. Now that the pressure is lessened, the problem of keeping this enthusiasm alive arises. It will be necessary to motivate the uninitiated generations into world consciousness. Last fall, Mrs. Roosevelt in speaking to a group of French students, felt called upon to apologize for our indifference in this matter. "The United States is so vast, people can see as many different things as they wish without ever going beyond its

borders. That is why they have little desire to know about other countries, or to learn another language beside their own." She gave these facts not as justifications, but as unfortunate truths.

We have made some progress along more broadening lines. As a result of experiments under the military training program, colleges have continued their courses in regional specilization. It will become increasingly wise to provide motivation in this direction before students choose a college major. Far more important is the fact that public opinion is not the thinking of small numbers at the top, but derives from the great percentage of citizens who never enter college. The preparatory schools must bear the burden of making vital, to those who will sway decisions, the affairs of the world of nations. For this, genial moralizing about human relations and love of one's neighbor, even courses in world citizenship, are not enough. It must be done the hard way, through submitting to certain factual disciplines, and through actually learning, to know about, and to communicate with, people of other nations.

A wise statement has been made that it is "easier for a person to spout his enthusiasm at a seminar on foreign relations than to buckle down to learning a foreign language." Some people will argue, "Why learn a foreign language? Why waste the time? Why not use special interpreters?" Use of an interpreter is a satisfactory device for formal speaking, but in trying to build up a friendly feeling through informal contacts, there is a lack of intimacy in a third intervention, and a staleness in having everything repeated twice. Many opportunities for swift and comfortable agreement have been lost because the difference of language prevented understanding. Also, the mere fact of knowing something about another language makes an individual more a citizen of the world.

Much as we may feel that English is almost universally spoken and should be the world language, there is a good case for either French or Spanish. French has always been the diplomatic language, and is probably more generally spoken by other nations, including English speaking ones, than any other second language. As for Spanish, in the United Nations there are already twenty-one Spanish speaking countries, by far the largest block for any mother tongue. Although French and English were made the only official working languages of the United Nations, the motion to have Spanish included with this group was voted affirmatively at the end of the recent Assembly.

Even if these arguments were not valid, there is at present a wide spread fear of Anglo world domination. We must put ourselves out wherever possible to acquiesce in any plans that will prove we are more interested in living with others than in pushing our own interests.

The psychological benefit of having at least some conversational facility in one other language besides our own, works both to broaden our own outlook, and make others feel we are reaching out to them. It is urgent at the present time that high school students, whatever course they may be taking, have some training in either French or Spanish.

Familiarity and sympathy with people in distant lands are not products of abstract human relations. Nor are they brought about through a passing enthusiasm of "Bundles for Britain," or shoes for Czechoslovakia. They are achieved only through a basic knowledge of actual world situations, geography in all its implications, (location, weather, soil, rivers, mountains, resources, industries, exports, imports,) and, more intensively than heretofor, the people, their nature, customs, and mores. One can better endure the wordiness of the Soviets if he knows that in Russia it is considered rude not to repeat an idea at least three times. The project method and progressive education have tended to discard the study of geographic and economic facts as such. The trend has been towards a study of cultures, and training, not in information itself, but how to find it when required. The drawback is that one cannot always clutch an atlas in ones hand.

The present situation demands a broad general knowledge of peoples and lands throughout the entire world. Intensive study of any one group or culture can come later, in a specialized field. It is essential to the development of attitudes of concern and tolerance that, for the children of to-day, information be spread over a wide area. No nation has major problems related only to itself. Every nation must be considered against the background of other nations. Balance and perspective must give weight to judgments.

It is a truism that at least an awareness of the matter in hand must precede interest. So, to build a concern for other nations, there must be the knowledge they exist. To supplement this with a few strategic facts is not too difficult, particularly not when done at the appropriate moment. Sixth grade and junior high pupils are keenly interested in the distant and foreign. Charts and maps are still a delight. These children are bored by particularization and detail, but a general and widely diversified type of learning appeals to their curiosity. Even though few of them will become outstanding world figures, each one will be responsible in some degree for forming world opinions. One of the United States delegates said that the United Nations would grow through the force of public opinion promoting and supporting its decisions rather

than through police methods. The strength of such influence both in national and international affairs has since been demonstrated. In order to continue this force as a vital factor in fostering goodwill and unity throughout the world, youth, on whom the responsibility soon will rest must be informed and interested.

This is an obvious goal, but it cannot be achieved without some present action. There must be a determined effort to reach out, through comprehensive study of other lands. The citizens of the United States are in a peculiar position. People of almost every other nation in the world look on their situation with envy. Many have, added to this, a sense of obligation that is hard to swallow. Therefore we must be cautious that we in no way assume superiority. We must never say, "Learn our language and follow our ways." But rather with a gesture of true friendliness, "We will learn your language and study your ways that we may know each other better."

What the United Nations has accomplished has been because enough people were willing to try to comprehend how others felt. In following this course, there will not always be agreement, but if there is sympathetic knowledge, there can be tolerance. In this way two different points of view may work together in peaceful effort. If educators could realize the importance of the participation of each individual in this struggle for international understanding, they would promote their part in laying the foundations. The secondary schools of the United States have an opportunity outshining UNESCO's to spread the background for cooperation among nations—and for eventual world government.

# WORDS ARE PUPPETS

IVAL STAPLES

We all play the game of *words*. We toss our verbal equipment back and forth to each other in a perpetual "catch-as-catch-can." Too often it is a losing game for both sides.

For words frequently do not mean what we think they do. The same word carries as many cargoes of connotations as there are individuals who use the word. Thus, the diverse experiences and conditioning of each person color its meaning.

Words are puppets. They "live" only as our own experiences extend, as our sensations limit their record. Let us see how one of these puppets comes to life.

Yesterday I suggested to Helen that we have stew for dinner. She turned up her nose and grimaced in distaste. I was astonished. I am extremely fond of stew. Curious, I asked her why in the world she did not like it.

"Oh, I don't know. I just don't care for it."

That was no explanation to me. I asked her to try to remember an experience with stew which might have conditioned her against it. At first she could recall no particular episode, and I feared we would miss tracking down this semantic clue. Then her eyes widened.

"Now I remember! Mother was in the hospital when my brother, Larry, was born, and a neighbor was taking care of me and keeping house for Dad. I was as lonesome as only an eight-year-old can get. I remember I had a crying spell just before dinner. There was stew for supper. and it had a scorched taste."

Helen's experience had made the puppet a sorry-looking fellow — a sagging unkempt creature without a single attraction. How different, my own fine figure of a puppet!

Stew is to me the tantalizing aroma, the subtle nuance of flavor, the incomparable comfort of repletion. I remember as a ten-year-old visiting a summer camp. We had hiked for what seemed like days to me, then stumbled gratefully back to camp into a wave of fragrance from the immense kettle of mulligatawny stew awaiting us. *Sic itur ad astra!*

We each use a word and find we are not talking about the same thing at all, because a word is only a repository for our experiences with a thing, and *not the thing itself.*

The science of Semantics, the study of the meaning of meaning, will probably seep but slowly through the petrified layers of custom. For a long time, still, we shall be trying to communicate with each other under the assumption that we are all talking about the same thing.

That we are not is especially demonstrable when we approach abstractions. Query several individuals as to their definition of "Justice," of "Morality," of "Freedom." You say we all know what they mean, we all think of them the same? Try the experiment. These ideas, basically, mean to each of us whatever we have experienced pertaining to these particular ideas. We each have had different experiences.

Because of the consequent disparity in assigning meaning to the words we use, surely in the classroom we cannot allow confusion of meaning. We can discuss our terms, evaluate our diverse meanings, and agree upon a common definition as a basis for further study.

Words are puppets. Have you ever seen a performance of marionettes poorly executed? The figures are distortions, awkwardly flopping about, sometimes falling down completely. We do that with words, unless we find a common ground of meaning!

# A RATING SCALE FOR TEXTBOOKS

**SAMUEL ENGLE BURR, JR.**
**The American University**
**Washington, D. C.**

In order to maintain any degree of objectivity in the selection of textbooks, a standard of evaluation is needed. Such a standard can be secured by the adoption and use of a rating scale. The scale need not be the same for all subjects, for all grade levels, or for all school systems, but a basic scale can be formulated and then adjusted to specific needs.

Such a basic or foundation scale is presented in this article. It has been developed after a considerable amount of practical experience in the selection of textbooks for schools and after discussing various phases of this experience with other school teachers and administrators.

It is not anticipated that this basic scale will be used without some adaptation to local needs and requirements. Anyone who plans to make use of it should start by making those adaptations which will make it his own and fit it to meet his immediate needs. First, he should decide upon possible changes in the eight main headings for the major divisions. Second, he should decide upon the most desirable distribution of 1000 points among the eight major divisions. Third, he should revise the subdivision headings so that they will be adequate to produce fair and proper results for the subject, grade, and school where the book is to be used. Fourth, he should arrive at a reasonable distribution of the points within each of the major divisions.

Only after these steps have been taken will the revised and adjusted rating scale be ready for use. It is recommended that a committee of competent persons, rather than any one individual, should make this adaptation of the scale so that it will fit the specific situation.

The suggested scale, for use as a starting point in this process, is as follows:

*A Basic Scale for Rating Textbooks*

1. *Authorship* (150)
   - A. The Author's scholarship in this subject field 50
   - B. The Author's familiarity with pertinent research findings and scientific investigations 25
     1. In this subject matter field 5
     2. In reading, which is basic to the proper use of any text 5
     3. In graded word lists (vocabulary) 5
     4. In the use of appropriate technical vocabulary 5
     5. In the techniques of textbook construction 5
   - C. The Author's classroom or other teaching experience 25
   - D. The Author's ability to reflect his scholarship and experience through the pages of his book 50

II. *General Considerations* (125)
   - A. Recency of Copyright date 20
   - B. Correlation of material with general objectives of the school 20
   - C. Suitability of author's style for pupils of this grade level 25
   - D. Evidence that this text helps to build active citizenship in a democracy 25
   - E. Availability of book, in desired quantities 25
   - F. Comparative cost, per copy 10

III. *Mechanical Features* (100)
   - A. Waterproof Binding 10
   - B. Durability of Binding 10
   - C. Type of Cover 5
   - D. Color of Cover 10
   - E. Design of Cover 5
   - F. Quality and Clearness of illustrations 20
   - G. Size and shape of page and of book 10
   - H. Size and design of type 10
   - I. Color and tint of paper 5
   - J. Texture and surface of paper 10
   - K. Color of Ink 5

IV. *Selection of Subject Matter* (150)
   - A. Scientific grading of material 20
   - B. Adaptability of material to class needs 20
   - C. Adaptability of material to community needs 20
   - D. Basic value of material 25
   - E. Variety of practical applications to life situations 20
   - F. Abundance and grading of material to meet individual and group abilities and needs 25
   - G. Sufficiency of detail in presenting material 20

V. *Organization and Presentation* (125)
   - A. Adaptability to a pragmatic program 20
   - B. Psychological sequence 15
   - C. Possibility of omissions, without destroying sequence 15
   - D. Degree of emphasis on variety of topics 15
   - E. Plan for problem solution 15
   - F. Systematic development of reasoning power 15
   - G. Distribution, amount, and balance of drill 15
   - H. Variety and effectiveness of diagnostic testing materials 15

VI. *Techniques or Features* (100)
   - A. Attractiveness of book and contents 20
   - B. Recognition of psychological principles 20
   - C. Provisions for meeting Individual Differences 20
   - D. Use of life situations for motivation 20

| | |
|---|---|
| E. Inclusion of desirable project materials | 20 |
| VII. *Proper Documentation* (100) | |
| A. For textual material | 20 |
| B. For Charts | 10 |
| C. For Maps | 10 |
| D. For Diagrams | 10 |
| E. For Tabulations | 10 |
| F. For Illustrations (Pictures) | 20 |
| VIII. *Teaching Helps* (150) | |
| A. A preface of information for the teacher | 10 |
| B. Teacher's manual or guide book | 10 |
| C. Adequacy of table of contents | 10 |
| D. Adequacy of index | 10 |
| E. Adequacy of glossary | 10 |
| F. Adequacy of appendices | 10 |
| G. Adequacy of illustrations | 10 |
| H. Adequacy of charts or maps | 10 |
| I. Appropriateness of illustrations and charts or maps | 10 |
| J. Effectiveness and appeal of illustrations | 10 |
| K. Summaries and reviews | 10 |
| L. Study helps for pupils | 10 |
| M. Norms for tests | 10 |
| N. Norms recognize ability grouping | 10 |
| O. Suitable and adequate forms | 10 |
| TOTAL POSSIBLE VALUATION | 1000 |

# DISOWNING MISS BROOKS

**SAMUEL G. GILBURT**
**Strauss Junior High School**
**Brooklyn, New York**

I am an English teacher, I teach graduate courses to teachers of English. Some of my best friends are teaching English. But I have never met anyone remotely resembling the English teacher portrayed by Miss Eve Arden in "Our Miss Brooks." You can encounter her any Sunday evening at 9:30 EST on the Columbia network.

Miss Brooks is nothing more than the usual predatory female incarnate. Frequently, it is downright embarrassing to listen to her machinations toward entrapping that simple boob, Mr. Boynton, of the biology department. The ethics of Miss Brooks' trying to get the chairmanship of the English department at Midwood High School were not only questionable but execrable.

The program is a novel attempt to improve on "soap operas", but the chief characters, including the principal, and the sixteen-year-old pupil are fantastically unreal. The program relies chiefly on low comedy situations which are usually forced.

As a teacher, I am grateful for the rare, incidental implications that there are good-looking teachers who have a sense of humor; that teachers work hard; that their salaries are too low. The latter point, particularly, deserves better consideration than to be the butt of light laughter.

Unfortunately, the script writer has not decided yet in his mind whether he wishes to clarify some educational problems of the days or to evolve a low comedy serial. Hence, listeners are confused, and the results are on an amorphous potpourri of educational jargon and "corn."

It seems to me that the clash of thirty-five adolescent personalities against the whetstone mind of a mature, integrated English teacher should result in a reservoir of adult script possibilities. English teachers are masters in culling and teaching the very best of America's and the world's literary heritage. Walter Lippman has said "To teach English is to be dealing every day with the main instrument of civilized living." Is it not, therefore, bitterly

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disappointing that a radio writer, utilizing a medium, the essence of which is aural appeal, has not interwoven into "Our Miss Brooks" excellent lessons in poetry, on controversial issues, on human relationships, such as take place every day in countless English classrooms all over the United States?

"Our Miss Brooks" has infinite possibilities, were it pitched on a higher level. As it is now, the only "R" Miss Brooks is adept at is Romance—and that of a very low order. Thus the program forfeits a sizeable, adult listening audience.

Gloria Braverman, one of my eighth graders has this to say: "What makes a program enjoyable? Some people enjoy a program because of knowledge derived from it, good humor and laughs involved, or the fact of its being realistic.

"Sunday evening I tuned in on 'Our Miss Brooks'. I looked for the three factors, which to me make a program a good one, but I have seen that 'Our Miss Brooks' does not realistically portray the life of a school teacher.

"Miss Brooks neither speaks, acts, or has the characteristics of a typical school teacher. In real life pupils and teachers don't plan a scheme together against the principal to secure their needs."

# BLIGHT (A STORY)

**MABEL LINDNER**
**Latrobe High School**
**Latrobe, Pennsylvania**

The hands of the electric clock clicked to eight as Miss Mansard walked up the steps. She seemed to shed her identity of Virginia and become Miss Mansard as soon as the front door closed behind her.

Eight o'clock in the morning can be a dismal time in the unlighted corridors of a large school building. A brief good morning to the principal and one or two teachers was not enough to lighten her feeling of depression. But raising the shades and opening the windows of her room dissipated it; the clean slate of September can be freshening as well as frightening. She came back to her desk to take out the papers she had checked the night before. There were two very good ones that had given her pleasure because they were natural, written out of the students' own experience. She would read them to the classes working on the composition unit, and then read Dorothy Parker's *The Waltz* for comparison. Something of her usual enthusiasm for teaching returned as she found the Parker story in a collection on her desk.

The day brightened with the sun and with her plans to make each class interesting. She always went to sleep making enthusiastic plans; but in the morning they often evaded her and were lost in the gloom of dim corridors, deprecated by dissatisfied teachers, or overshadowed by clerical details. Now she changed the bulletin board, replacing brightly-colored pages on manners with pictures of well-known short story writers. The students had liked the Maureen Daly pictures ever since she had read them *Sixteen*. After they were used to her and her room, many of them hurriedly put down their books and went over to see if the day had made any changes among the sketches from Seventeen Magazine, the pictures from classics or of authors, the current theatre and concert notices.

When the first bell rang, Miss Mansard had greeted a half dozen of her colleagues in various stages of temper and temperament. Mr. Brown always shook his head from side to side as he greeted her. She never was quite sure whether he meant to indicate that there was no change in the new day, or whether he just considered the whole situation hopeless and therefore used the sign of negation. It didn't matter much which he meant, she thought, because year after year there was no change in his classes. He spent most of his time on the formal conjugation of verbs; the rest he devoted to the inexplicable difference between shall and will.

The substitute, little Mrs. Anderson, hurried by, slip showing, stockings twisted. She had had to get her family breakfasted, and two small children ready to be left in the care of a kind but inefficient grandmother. The chronic complainer, Miss Johnston, grunted her salutation, and looked as if she might die then and there. Miss Mansard had learned not to ask her how she felt; by this time she knew that efforts to maintain a twenty-six inch waist after forty often wear one down in other ways.

The last faculty member had gone. Now locker doors were opening; lighter feet and younger voices filled the halls. Morning corridor noises were not so shrill as those later in the day, but a little more

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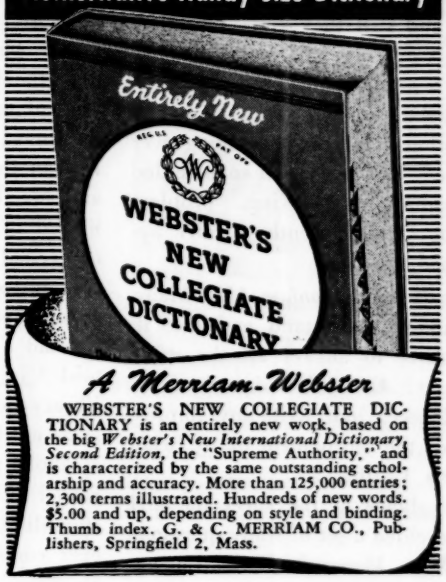


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confusion occurred before the first session because there was the eternal search for somebody who had done his algebra, somebody who could answer the questions in chemistry, somebody who could translate the more difficult passages in French, somebody, anybody ....

Miss Mansard thankfully closed her door on the hubbub and retreated to the comparative quiet of the homeroom. She looked around to see that everyone was busy, gave permission to the chairman of the homeroom program to speak to a member of his committee, and got out the attendance cards for the group. Three minutes to go until the tardy bell and everybody was in his place, giving the outward appearance, at least, of getting ready for his classes.

When the group left the room, Miss Mansard took her stand at the door. She thought of her first period class, a delight to teach, quiet well-behaved boys and girls, interested in everything the teacher suggested. It was with a group like this, she thought, that you realized your deficiencies most acutely. A sense of panic at the things they didn't know, that she couldn't teach them, touched her each time she recognized the fact that these were already eleventh grade pupils. Most of them were within a year of finishing their formal education.

"I saw the word 'debacle' in the sports news this morning, Miss Mansard," Tom offered as soon as the teacher looked up from the class roll. The whole class looked pleased, and Miss Mansard felt a slight degree of respect for the inferior method by which she, or anyone, was teaching vocabulary.

"And I used 'hors d'oeuvres' yesterday, Miss Mansard!" Ellen preened herself, for she liked anything that might increase her knowledge of the amenities.

Such awareness and recognition made her daily assignment of three new words seen not quite so pedagogical,—at least not this morning.

The two good papers were read, and then the Parker story. For those who were still a little shy, the barriers seemed to fall completely as the teacher made an effort to put them at ease by her reading. She remembered how she used to sit waiting for something that would point to the atmosphere of the classroom; how she had on occasion misjudged that atmosphere, and had paid in embarrassment for it. After the first page the whole class relaxed; they were one with the exaggerated agonies of the girl; they hugely enjoyed the whole thing.

The bell rang too quickly for

both teacher and students. Miss Rogers, also of the English department, stopped briefly at the door.

"What a morning. I wish I could relax and read *The Waltz* to my kids. All I can do is pound grammar into them, and still they know nothing."

The emptying hall moved her on to her next class while Miss Mansard retreated into her room with the suggestion of a rebuke hanging over her head. Her study hall soon settled to reading, note-taking, problem working, and presently a girl approached the desk.

"I have read *Ivanhoe*, Miss Mansard, and I understand and like it. Do I have to answer all the study questions? Couldn't I imagine myself Rebecca and write my impressions of the tournament or of Brian de Bois Guilbert?"

One glance at the sheet the girl held revealed a set of study questions that Miss Mansard dimly remembered having struggled with in her own high school days. The same teacher was teaching the class, and it was so easy to have new copies made of the same old stuff each year. So much easier to do that than teach.

"I am afraid you will have to follow your teacher's directions. It won't hurt you to know the story more thoroughly." Miss Mansard knew she could say nothing else in the face of professional ethics, but why should anyone have to "know" Ivanhoe more thoroughly? If one understood Athelstane of Friar Tuck, if one could visualize Torquilstone or Templestowe, wasn't that enough? Characters and places were lost when one had to search out the exact number in the Templar's party, or be sure that to find the road to Cedric's house one turned left at the crossroads instead of right. But maybe she was wrong; maybe her methods of teaching were too general, too broad, too much concerned with idea rather than fact.

The third period class of college preparatory students was the most interesting of the day. Here were questions, ideas, creative abilities. The student-written stories she had selected were from this group, and so she read them again with special pleasure. They too enjoyed *The Waltz*, but in a more critical way than the first period; here was the kind of writing some of them could do almost as well. The creative urge was on them when the door opened and Mr. Hershey, the Latin teacher, looked in, bewildered by this group of excited boys and girls, restless to get started on an idea that would make a story, or a sketch at least. He had a study hall next period, he told Miss Mansard, but he had no library permits. Could she lend him some until noon? Miss Mansard took a whole pack out of her desk and waved him off. How could his stumbling manner and forgetfulness ever command a class? How could he have gone into teaching when his fear of the pupils could be felt by the lowliest ninth grader?

Comparing what they had written so far, the class moved out, and Miss Mansard took time to go to the office to look in her box. When she returned she had a note in her hand: "You failed to report the absence of John Andrews in your seventh period class yesterday." She didn't question the message, but it was....one of those things. John had been in school only the first week. Now, two weeks later, it was hard to remember that his desk was assigned, even though she was pretty careful about looking at the seating chart for each class. "You failed to report———" gave her a decided guilty feeling, and something of its overtone carried into the next class.

This was the class that she had planned to start on an oral unit because they seemed to lack spontaneity of life. She had planned to read, with their help as a choral group on the last lines or the choruses, some of the typical American folk ballads and songs. Maybe they were too childish for the eleventh grade, things like *Jesse James, The Pretty Mohee, Red River Valley*. But soon she was carried away by the magic of ballad history, and the class with her when they understood how much fun it could be. They listened attentively to *The Baggage Coach Ahead*, and *Starving To Death On A Government Claim*. On the next one, *The Blue Tail Fly*, they were ready. They needed no music; their voices were the music as they mimicked the black boy; they were carried away by the rhythm of "Jimmie crack corn, and I don' care." The class went on to *She'll Be Coming 'Round The Mountain*, and when the bell rang they were so much at ease that they drawled the words with the nasal sounds they thought mountaineers would use.

The door again....she must stand there until the fourth period laughingly disappeared and the home room once more assembled.

"Your kids were certainly hilarious the last period. Weren't you afraid to make so much noise?" The teacher in the study hall across the corridor never moved to close doors after he once reached the desk. Miss Mansard murmured "Sorry" and turned back to her room. She usually refused to let Mr. Jackson's sour comments bother her, but today an aura of disapproval seemed to envelop her.

While the home room president capably conducted devotionals she stood quietly at the window watching the faces which looked to her every few minutes. After three weeks they understood each other,—pupil and teacher. They could look at one another and smile in friendly fashion even though nothing was said. The program, to be developed on a phase of personality, dealt today with telephone conversations. A little skit in which typical teen-age conversa-

tion was conducted amused the whole class, even those few who pretended to yawn, but secretly were pleased when they were brought into the discussion.

When the bell rang for dismissal locker doors were hurriedly opened, books dumped, and coats grabbed. Miss Mansard, too, did not waste any time after her section of the hall had emptied of hungry boys and girls. The faculty room was a hubbub of voices, and a danger of arms straining into coats.

"Homeroom kills me. It's just a waste of time. The office wouldn't think it was so important if they had to conduct it three times a week. Let's get out of here."

Miss Masard was glad to get out too. Her reason, though, was different.


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# Have a Heart!

JAMES NEWELL EMERY

Miss Carter, the capable and understanding young lady who has the task of starting off the school year with the young subprimary toddlers who enter the doors of the school for the first time, brought in a sheet of suggestions which the writer, in his lofty attitude as counselor and advisor to a group of parents duly assembled in Parent-Teacher session, had passed out in the hope of clinching the points he was trying to make. "I wish I could have a copy of this to put in the hands of every parent who comes to my room on the opening day," she commented. "It would save me a lot of unnecessary talking when I don't have the time, and a few headaches for those first days, before Junior begins to get adjusted. Couldn't you possibly—"

"Why not? Maybe you have something there, Miss Carter." And we started the practice of passing out a mimeographed sheet of ten suggestions for Junior's first weeks in school to every parent who brought a subprimary or first-grade youngster to school on opening day. These suggestions have helped us on that trying day of days. Maybe they'll help other harassed teachers and principals. Such as they are, here they are:

1. Please don't get Junior (or Sally) all keyed up on his first morning at school—"Mother hates to lose her little man" angle. You aren't going to lose him.

2. No emotional farewells, please.

3. Don't tell Junior such things as "You must mind the teacher or she'll take a stick to you."

4. Give the teacher such data about Junior as she needs — birth date, vaccination certificate, address, father's and mother's name, etc. Then

*leave* unobtrusively. You can't be any help, standing around watching proceedings with a critical eye, together with fifteen or twenty other mothers, and you can be very much in the way.

5. Please don't bring pressure to get Junior and Sally entered if they are younger than the age deadline—even a month or two. That is about the absolute minimum at which a child can profit by school work. Younger than that, the child is not sufficiently developed, either mentally, physically or emotionally.

6. The public school is not a day nursery, where you can park small children for a major portion of the day. Don't expect too much supervision from the teacher who has 35 or 40 others to look after.

7. You will save Junior and Sally a lot of unhappiness if you make sure they are dressed and otherwise outfitted like the majority of the other children. Life, most of it, is a process of learning to conform to what other people do and think, and adjusting ourselves accordingly.

8. Don't magnify every childish quarrel or believe implicitly every tale the youngster brings home. That is the age of dramatizing everything and coloring it vividly—often at the expense of the facts.

9. Don't wait till a month or even more has passed before you decide to enroll Junior. Suppose every parent did that....

10. Please remember that we have some 750 boys and girls of all ages, temperaments and dispositions, from 4½ to 15, in one building—a little village in itself—day after day, month after month. If four or five of the neighbors' children meet in your yard of an afternoon to play, you're lucky if you avoid childish squabbles, "I'll tell my mother on you", even incipient fist fights before the afternoon is over. Just multiply your back yard by, say 200.

We're doing the best we can with the problems that face us. Please remember we're all human—children, parents—and even teachers. Occasionally we make mistakes in the nerve-wracking rush of the day. Don't you, sometimes?

Have a heart.

# Arranging a Time Table

**PHYLLIS ORBEN EDWARDS**
**Kutztown State Teachers College**
**Kutztown, Pennsylvania**

One of the first tasks which confronts the teacher at the beginning of a school term is that of preparing a program of classes. This schedule, in an elementary school, must be *flexible*, and is best used as a general guide to the activities of the day, rather than an exact determiner to be rigorously followed. Indeed the program of activities may well vary from day to day or from week to week.

There are common learnings with which the school is concerned for all educable children. Certain needs such as the following are applicable in general: (1) To speak, read, write English and to communicate ideas; (2) To think intelligently about natural and physical aspects of life; (3) To satisfy curiosities about the universe and the immediate world or environment; (4) To become well developed personalities; (5) To understand democratic principles.

The State and the Nation entrust teachers with these important responsibilities. Indeed if democracy functions in the classroom, children are set free to live, study and develop. Controls, yes, but the emphasis is on self-control. Learning in general takes place in pleasant surroundings.

The purpose of a daily program is to give order, direction and proper time allotment to the various school activities. Under these conditions the maximum use of the school plant is achieved.

Some modern elementary buildings are no longer governed by a strict time-schedule to which every teacher is supposed to adhere. In some classrooms the teacher and pupils plan together for the learning activities of the morning or afternoon session. The emphasis of learning in modern years has shifted from the "what" to the "who" and the "how". The mastery of skills that once occupied the major place is still important but the phase is linked with social-living experiences and the satisfaction of basic drives.

The schedule, then, is designed to provide various types of learnings. Nor is the matter of common learnings left to chance. As much as one-half of the total daily program may be devoted to practice in fundamental skills in arithmetic and language arts. The latter topic generally includes oral and written language, spelling, handwriting and listening.

The other half of the school day might well be divided as follows:

One quarter allotted to the social arts such as group living activities and social studies, differentiated projects to meet individual needs. One quarter for aesthetic arts, as music, crafts and drawing, again largely to fit personal tastes.

Seasonal and additional activities sometimes need extra time but over a period of months a balance is maintained. This holds true for all elementary work programs, with the exception of kindergarten, where longer rest periods and more free play should prevail.

A trend in program planning seems to be toward having larger blocks of time for the various learnings. Teachers have become aware of the fact that reading cannot be taught as a separate discipline from one to two o'clock daily....to be stopped by the sound of the bell. It is foolhardy to confine the teaching of geography to a few minutes' lesson and to sever it completely from the history lesson which comes at another period.

A good program is characterized by regard for human personality. In forming the schedule the teacher gives voice to his philosophy and shows his sense of relative values and degree of understanding of children.

To evaluate the program of studies, consider these possible outcomes:

(1) Does it suit the stage of growth and development for the particular age group?

(2) Does it make it possible to provide and administer the required learning experiences?

(3) Is about one-half the school day allotted to socialization activities and the other part to so-called drill or mastery of skills?

(4) Does the program allow for satisfactions that pupils of the age level need and seek?

(5) Does it use pupils' time to the best advantage?

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# Commencement Talks Are So Exciting

GEORGE W. FIRNSTEIN

I MUST give up attending high-school commencements. My doctor insists on it. He says they are too exciting for me. He says that my heart and nerves can't take the wear and tear that comes from my listening to a commencement address.

I think it is the novelty of the commencement address that gets me. Yes, that is it—the novelty. The music I can stand, the handing out of the diplomas I endure with equanimity; in fact the departure of another ignorant horde from the old school reconciles me to much. But that long inspirational address delivered by the successful alumnus, J. Pierpont Sphincter, '23, now Vice-President of the Scrubbo Soap Chips Company, or by President Phineas Squeekgood, of nearby Clippo Commercial College, is too crammed with jolting and revolutionary ideas for me to take in one sitting.

Says Squeekgood: "Today, you are embarking on the Road of Life." How I thrill—startled at the vigor of his imagery. "You will meet joys and sorrows, trials and tribulations.' Oh, I can't bear it. It is so true, so true. And the phrasing of it—so fresh, so fearless. "You will get out of life just what you put into it." He pelts us with epigrams—he will kill us yet with paradox. "As I gaze upon these intelligent young faces," continues Squeekgood, "I wonder what the future will hold." What a philosopher, that Squeekgood! His profound words galvanize me — I tremble slightly.

"The physical sciences have, in my opinion, far outstripped the social sciences." There—at last. The seer has spoken. Squeekgood sees what none of us has realized. I sit stunned. Sweat beads jut from my forehead like pearly warts. "Keep a smile on

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your face and your chin up as you walk down the Highway of Life." This climactic height must be where I came in. But my emotions have reached the snapping point. Squeek-good is too radical for me. I sink into a coma.

And now you understand why commencements are such a trial to me, why I cannot attend them.

*Reprinted from "California Journal of Education"*

# COMING TO BOSTON?

**JOHN H. TREANOR**

*To members of the National Education Association, about to visit Boston for the 1949 Convention:*

A typical New England welcome awaits all who visit Boston next July. We hope you come by the thousands and have a very good time. In spite of your professional activities, you should have plenty of time to look around, because Boston has so much that you ought to see.

We take it for granted that you will visit the State House, with its golden dome, the Old North Church, Harvard College, and Boston Common. We hope you will drive out to Lexington Green — and go a few miles farther to the bridge that arches the flood at Concord. We know, too, that you will visit the Old Granary Burying Ground and see the monument at Bunker Hill.

But there are other and more devious by-ways in these parts. We hope, for example, that you will walk across Harvard Yard and see the tall white chapel spire, particularly by moonlight; and nearby Widener Library, with the new Lamont addition; and the wonderful collection of glass flowers at the Agassiz Museum. We hope you will see the stained glass windows being done in Connick's Studio. We think you should spend an hour or two in Mrs. Jack Gardiner's Fenway Court. Don't overlook the traditional Pops at Symphony Hall, nor the Esplinade Concerts at night on the bank of the Charles.

We recommend the Edwin Austin Abbey murals, at last magnificently lighted, in the library at Copley Square. The Boston Fish Pier is worth the trip and the Logan International Airport. So is an inspection of the old frigate, the U. S. S. Constitution, tied up at the Navy Yard; and T wharf is rich in historic meaning. The swanboats in the Public Garden are unique and so are the purple window-panes on Beacon Hill. Faneuil Hall, with its grass-hopper weathervane, should not be overlooked, nor the Old State House with its royal unicorns. We hope, too, that you will experience on some blistering day that wonderful summer institution — a Boston east wind — with the smell of roasting coffee and a twenty-degree drop in the thermometer.

We hope you will see the lights of Boston from the Cambridge shore, with the Massachusetts Institute of Technology at your right hand. Distinctive, too, are the Gothic towers of Boston College at Chestnut Hill, as well as Trinity Church at Copley Square, and the Christian Science Church nearby.

A trip down the harbor is traditional in these parts—the Nantasket boat, or the steamer to Plymouth to see the famous rock, or perhaps a sail across Massachusetts Bay to Provincetown on the tip of Cape Cod. On some mid-morning you ought to walk along the Mall in the center of Commonwealth Avenue; and for early evening, there's nothing like a stroll across Boston Common.

Then in Boston or surrounding towns you can find the old homesteads of the New England School: Longfellow, Whittier, Emerson, Lowell, Holmes, and all the rest. Up on the North Shore is the Salem of Hawthorne and witches and clipper ships to China. At Gloucester is the bronze memorial to the men who go down to the sea in ships. Not too far away is the old sea-port of Newbury, slumbering on its memories; and Portsmouth of Thomas Bailey Aldrich; and nearby the beaches of the short New Hampshire shore.

All this is Boston and New England. No where else in the country is there such a distinctive flavor, rich in tradition yet prosperous and up-to-date. If, with the memory of these historic scenes, you can cultivate in your voice a flat and nasal tone, being careful to eschew your "r's" and to revive your subjunctives, you might easily pass for a true New Englander. Especially if you remember to pack your rubbers and to carry a black umbrella, tightly rolled, against our most unpredictable weather.

A hearty welcome to one and all!

## Pupils Win Fight For New Building

SUDBURY, MASS. — A twelve-room elementary school with auditorium and gymnasium is under construction here because the children convinced the citizens it was needed. Pupils in the intermediate grades carried on a vigorous campaign to get out the vote, and offered their free services as baby sitters. Their efforts were rewarded by the decision of the town meeting to authorize the new school, which will be completed by the end of the calendar year if all goes well.

Is there anything youngsters can't wangle from their elders when they unite their voices in a consolidated chorus? The answer is "No," if you ask the folks in this little town.

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# THE NEWS DIGEST

## Language Teaching Called Inferior

MIDDLEBURY, VT. — Students in many American high schools and colleges are receiving inferior instruction in languages, according to Dr. Stephen A. Freeman, director of Middlebury College Language Schools. Dr. Freeman, a recent president of the National Federation of Modern Language Teachers Associations, attributed this to the "flagrant neglect" of teachers' standards by many states and universities.

Criticizing state boards of education for issuing blanket and emergency certificates, he recommended that a language teacher be required to have two years of high school work and four years of college work in his chosen language and advocated wider use of the type of examination now given to language teachers in New York and Connecticut. More carefully organized courses for prospective teachers are also needed, he said.

## Dr. Benjamin Wright New Smith President

NORTHAMPTON, MASS. — Dr. Benjamin Wright, a Texas-born Harvard professor, has been named president of Smith College. He will be inaugurated at a convocation October 19 to celebrate Smith's seventy-fifth anniversary.

Dr. Wright has taught American constitutional history at Harvard and Radcliffe for twenty years. He helped prepare the "General Education in a Free Society" report and set up the new Harvard undergraduate study program based on the report.

The fifth president of Smith, he succeeds Dr. Herbert J. Davis who resigned to teacher at Oxford University.

## U. of Conn. Bars Fraternity Discrimination

STORRS, CONN.—Dr. Albert N. Jorgensen, president of the University of Connecticut, has announced that fraternities and sororities which practice discrimination because of race, religion, or national origin will be barred from the university campus.

The announcement followed the adoption of a resolution against such discrimination by an overwhelming vote of the student body.

Dr. Jorgensen said that after Sept. 1, 1951, no fraternity or sorority may occupy university-owned buildings or buildings on university property if its constitution or bylaws contain clauses excluding persons because of race, religion or national origin.

The effective date of the prohibition was postponed until 1951, he said, to permit the Greek letter societies to seek changes in their constitutions at national conventions, some of which won't be held until the summer of that year.

The university president said that all of the 22 fraternities and sororities here have voted to support the new policy. Most of them occupy university property.

## Basic Reforms Urged in College Athletics

BOSTON—Chancellor Arthur Compton of Washington University, speaking here to a nationwide group of health and physical education specialists, called for a thorough cleanup of collegiate athletics and outlined a six point program which he believed would accomplish this purpose.

He deplored the existing confusion in the minds of alumni and the general public which rates athletic victories above scholarly excellence and has encouraged many institutions to harbor subsidized athletes having no intellectual interests. Dr. Compton declared the present situation to be the result of past failures on the part of education — failures also on the part of college faculties and administrations to resist pressures and insist upon more salutary procedures.

He recommended the following reforms:—

1. An advisory faculty committee on athletics.
2. Finances for physical education allocated from general university funds.
3. Salaries for the physical education staff comparable to those paid in universities of similar enrollment and size.
4. No subsidies or financial inducements for athletes.
5. Athletic participation extended to all interested students and schedules to include only institutions operating under a similar philosophy.
6. Universities to agree on general policies governing eligibilitiy and then trust one another to carry these out.

## Philadelphia Pupils Now "Tele-Taught"

PHILADELPHIA, PA. — Through two series of in-school telecasts, television is being introduced in public, private and parochial schools here. Sponsored jointly by the Board of Education and the Philco Corporation, "Operation Blackboard" will offer educational programs three times a week over local stations WPTZ and WFIL-TV.

Sets installed in twenty schools contain new large screens with 90 square inches of viewing space. Fifty or sixty students can see programs in each auditorium or study hall.

Students will take part in most of the WPTZ shows, which will include broadcasts on science, current events, vocational guidance and sports, and well as dramatics.

## High School Dubs May Rise in College

TOLEDO, OHIO—Colleges which arbitrarily reject students who rank in the lowest third of a high school graduating class are denying opportunity to "some who stand to profit most" from higher education. This is the contention of Prof. June B. Winslow, chairman of the scholarship committee at the University of Toledo, who has just surveyed the first semester grades of freshmen.

The study indicates that while high school rank often carries over into college, "It is no guarantee of good grades for good high school students, or low grades for low students." In fact, Professor Winslow found that forty-four of the 342 students who ranked in the upper third of their high school classes failed to make a C average in their college work.

Twelve others were dropped from college. Seventy-three members of the "lowest third," which numbered 259 freshmen, earned C averages, or better, with thirty-seven dropping out. The highest number of "drop-outs" came from the middle third, where fifty of 314 withdrew.

# Many Summer Workshops Stress Social Themes

College campuses all over the United States will again be swarming with students this summer, as in other years. While one may find instruction in almost any desired subject and and many a teacher will brush up on something he expects to teach next fall, there are noteworthy opportunities this season for broadening one's outlook on society, both that of the local or national community and that of the world in general.

A nearby example will be the Institute on Social Progress at Wellesley (July 2 to 16), where the paramount question will be, "How can we reconcile liberty and social controls?"

New York University will set up a "model" assembly of the United Nations with students participating as delegates and representatives of various nations and presumably pointing the way to peace and harmony while the real UN Assembly argues and acts within the same metropolitan area. The NYU session will last from July 5 to August 4. The same university will stage an intensive three-day review of UN activities of the past year starting July 22.

In Washington, D. C., the American University announces an institute for teachers of government and administration featuring conferences with senators, administrative officers and news men. The dates: June 15-25.

A course on radio broadcasting at the University of Wisconsin will rise above technicalities for a while to discuss radio as a social force.

"The Problems and Techniques Involved in Reading Social Relationships" is the theme of a reading conference at Claremont College, Claremont, California. Teachers attending from July 4 to 8th will interpret "all kinds of human relationships from teacher-pupil reactions . . . to the interrelation of peoples the world around."

Two special institutes will be a feature of the University of Denver summer school. From June 20 to July 22nd an Institute on International Relations will include study of administrative problems in the UN and in U. S. foreign policy. The Division of Social Sciences will present an Institute for the study of the Soviet Union from July 25 to August 26th.

## Says Schools Ignore Adolescent's Problems

NEW YORK.—The problems, needs and interests of adolescents are being subordinated to "textbook teaching" Prof. Harold Alberty of Ohio University charged here at N. Y. U's Junior High School Conference.

Declaring that nearly ninety per cent of teaching in the junior high schools is from textbooks, the educator said this method fails to recognize individual differences. The schools, he continued, "have not seriously attacked the problem of reorganizing the curriculum upon the basis of adolescent needs."

Another weakness of the curriculum, Prof. Alberty contended, is the absence of student guidance from the day-to-day classroom.

## Troop Ships to Carry Student Tourists

WASHINGTON, D. C.—Senator Ralph Flanders (R-Vt.) has announced the completion of arrangements for low-cost student-teacher tours to Europe this summer. Displaced persons eligible to enter this country will be booked for passage on the return trips.

Flanders said that the United States lines and the Arnold Bernstein lines have agreed to the service, "which brings little if any profit to them". They will use former troop ships which, he said, will carry as many as 11,500 students in "austere" quarters.

## Museum Seeks to Vitalize History

LOS ANGELES, CALIF.—The County Museum here has a unique program aimed at augmenting high school history classes and conserving the abilities of gifted youngsters.

Under a plan established a year ago, "History Juniors", young people who are interested in more specialized work than the public schools can offer, are studying historical successes and failures in a course on "The Origins and Relationships of Present-Day Culture". Gallery tours, lectures, conferences and discussions with curators and trips to other institutions are features of the Saturday classes.

As an outgrowth of their studies the Juniors have organized an Egyptian gallery to be used by elementary and high school history classes who visit the museum.

## Want Special Courses For Rural Teachers

URBANA, ILLINOIS — Rural leaders are far from satisfied with the teachers in their schools, according to a survey recently conducted by Dr. David Lindstrom, rural sociologist of the Illinois College of Agriculture.

Although most of the 863 rural leaders who were querried felt that teachers today were doing a better job than ever before, the majority contended that most teachers were not sufficiently familiar with the problems of farm and small town life and as a result "don't do a good job of teaching."

To remedy this situation, it was suggested that teachers contemplating work in rural areas should take special courses to acquaint them with the unique problems there.

## N H U to Encourage Independent Study

DURHAM, N. H. — A plan for independent study for above average University of New Hampshire seniors will go into effect next fall. The program is designed to permit seniors of exceptional capacity to wrestle with problems of their own choosing, using the library and laboratory rather than the classroom as the primary sources of information.

As a college scholar, a student may prepare a thesis, present a series of experiments with appropriate conclusions, gather and interpret data, do creative writing or prepare for a special comprehensive examination. Students taking the advanced work will not be relieved of regular graduation requirements but will be permitted to substitute independent study credits with the approval of faculty advisors.

## South Carolina Eyeing Sales tax

COLUMBIA, S. C.—South Carolina is searching for means to provide expanded educational facilities. A sales tax is being discussed, but lawmakers seem inclined to let the people express a preference in a referendum before making any additions to the tax structure.

While school appropriations are now at their highest level educators see the need for greatly expanded facilities, especially in the overtaxed primary schools.

A resolution is pending in the legislature to submit the question of a sales tax to the people in a referendum this summer. The tax would be in addition to the present selective or "nuisance" tax which applies to soft drinks and a few other items.

### Portland Jr. Colleges Fitting Local Needs

PORTLAND, ME. — Portland and Westbrook Junior Colleges have taken another step in their program to make themselves "community colleges" by organizing a committee of industrial executives to advise them as to what sort of training local business firms want their employees to have.

After a survey of 150 local firms, the committee will select the subjects most in demand and help the colleges prepare courses covering the ground.

A similar survey last summer resulted in a five-week course in over-the-counter selling which was attended by more than 85 employees of retail outlets.

### Russell Outlines Education for Peace

PHILADELPHIA — A noted educator recently outlined a six-point program on how education can work for peace. William F. Russell, president of Columbia University's Teachers College told the American Association of School Administrators of the N. E. A.

"According to our analysis, what has to be done (to make education work for peace) is:

1. "Develop local control initiative and sense of responsibility."
2. "Break up the academic lock-step and substitute free and modern teaching."
3. "Stifle all tendencies toward synthetic religious attitudes about living leaders."
4. "Establish co-operation between home and school."
5. "Develop freedom of teaching and the free teacher, willing and able to accept his responsibilities."
6. "Establish a single-track system of education with differentiation of education opportunity according to ability and zeal, not according to social status, wealth or political ideas."

He warned the AASA's 5000 superintendents, college presidents and professors to beware of a society in which control of what is taught, how it is taught and who does the teaching is centralized in one spot.

## N. Y. Regents and Trustees Iron Out Their Quarrel

ALBANY, N. Y.—Weeks of heated argument over who is to control New York's educational institutions above the high school level, including the projected state university, have apparently ended. The Board of Regents, traditionally the supreme authority over the entire educational set-up, insofar as the state has jurisdiction, had feared lest the newly established university board with its power to administer all the teachers' colleges and other schools of college and professional rank operated on state money, might become a wholly independent agency. However, representatives of the two groups got together in the closing days of March and arranged a satisfactory working agreement. While details of the arrangement were not immediately made public, it was evident that the Regents will retain their right of supervision, but will be relieved of administrative functions as regards all the higher institutions both old and new.

Pending legislation designed to prevent dual control by placing the Regents firmly on top, has been deemed unnecessary. A statement by Owen D. Young, chairman of the commission that had recommended the creation of a state university and a board of trustees to manage this and all other undergraduate and professional schools, served to calm the tempest. Mr. Young and others have pointed out that the Regents have never administered the elementary or high schools, which are managed locally, but have merely supervised them and held them up to certain standards as a prerequisite to their receipt of state aid.

Meanwhile steps were being taken to plan an equitable distribution of the record breaking 43 million dollar fund which the state is granting this year to assist local school systems.

### U. S. Chamber Seen Pleasing Communists

PHILADELPHIA. — Educators assembled here for a regional conference of the American Association of School Administrators sharply attacked the U. S. Chamber of Commerce for spearheading opposition to Senate Bill 246 under which $300,000,000 would be granted the states as federal aid to schools.

Secretary Willard E. Givens of the NEA charged the chamber with insincerity. Over sixty organizations ranging from the AFL to the American Legion, he said, were in favor of federal assistance to the states. The fact that some of the wealthier states would get back less than half what their taxpayers contributed was seen as no valid argument, since it is an accepted American principle that the services of the national government are paid for by all the citizens on an equitable basis of their ability to pay.

Secretary Worth McClure of the AASA warned against continuance of the "educational slums" now existing in many of the states and likely to become worse unless relief is forthcoming from Washington.

The U. S. chamber was frequently charged with pursuing a policy that would result in a condition of chaos such as certain persons in Moscow would like to see accomplished in this country.

### Why Children Dislike School

NEW YORK—Children who dislike school may do so because they fail to see how education helps them in the attainment of their life goals. This is the conclusion of Prof. Arthur T. Jersild and Miss Ruth Tasch of Teachers' College, Columbia, who recently completed a survey of 2,248 children in Springfield, Mo.

Their study of "school likes and dislikes" revealed that older children were much critical of subjects, school facilities, teachers and fellow-pupils than were those in the lower grades. Surprisingly, however, the same adolescent group expressed a mounting desire for vocational skills.

The second finding of the survey was the unpopularity of the social

studies as compared with the three R's and other subjects. To offset this, Prof. Jersild and Miss Tasch suggest that social study material be presented in a setting that has more personalized meaning for the students.

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## Northeast States Hold Certification Meeting

HARTFORD, CONN.—A committee of educators, representing New York, New Jersey and the six New England states met here recently to formulate a program of reciprocity between the eight states on teacher certification. Dr. Everett C. Preston of New Hampshire, co-chairman of the committee said that the program was aimed at "facilitating the flow of teachers across state borders by eliminating undue certification restrictions."

Three subcommittees are attempting to set up minimum general requirements for teachers, standards for the teaching of vocational and special subjects, and a program for supervisory and administrative positions.

Dr. Preston said that the committee's proposals, while not immediately attainable in all eight states, would serve as a guide for the future development of a certification program.

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## Finds College Students Intellectual Children

MADISON, WISC. — The American college student is "overorganized and undereducated," according to Dr. Harold Taylor, president of Sarah Lawrence College. Addressing a symposium at the University of Wisconsin, he explained that students are undereducated because they have been treated as intellectual children even though they do all the things adults do.

Criticizing present education methods, Dr. Taylor suggested that the widely used system of lectures, examinations, standard curricula and grades be "radically modified." In their place he favored occasional lectures "when considered necessary"; printed or mimeographed material in place of regular lectures; discussion groups and student-led seminars; faculty-student research projects; comprehensive examinations and a decentralized system of classes.

# Grins Between Grinds

AU REVOIR

The visitor had criticized every appointment of the new house and finally, pausing at the door as he departed, he remarked, "Your landscape is pretty bare, too."

"I know," said the owner. "It's because the trees are rather young. But I hope they'll have grown to a good size before you come again."

*

IT ALL DEPENDS

The workman had just completed the sidewalk in front of Mrs. Higgins' new home. "Lady," he beamed" you won't find a smoother job of sidewalk laying this side of ....." Exclamations and a volume of unprintable language followed as he turned and spied a three-year-old gleefully wading up the center of his newly laid concrete.

"I thought you were fond of children," Mrs. Higgins broke in.

"In the abstract — yes, but in the concrete — NO!" he cried.

*

COULD SHE?

During glee club practice, the director was swiftly losing her poise as the girls failed time and again to sing correctly the "Amen" at the end of a sacred selection. "What's so hard about it?" she pleaded. "All you have to do is to stop 'Ah-ing' so long and hold your 'men' longer."

*

JUST TOO BAD

It was midsummer with daylight savings in effect. Five-year-old Janie voiced a complaint to her mother at bedtime:

"It's daytime when I have to go to bed, and it's light when I get up in the morning an' I don't get any night life at all!"

*

ON WHAT?

Two retired teachers were always at swords' points. One accused the other of being light, frivolous and giddy for her age.

"Maybe so," said the accused one, "but remember, I am *living*; you are only living *on*".

*

HEY, MISTER!

Last night I ate dinner in the big restaurant near the square. While I ate I watched the cashier, an unusually attractive girl of 38, making change with speed and skill.

Later, I engaged her momentarily in conversation . . . How odd!

"What do you do when a man forgets his change?" I asked.

"I rap smartly on the counter with a dollar bill," she replied demurely.

*

FINE PROSPECT

Congressman Winderby had written his acceptance of an invitation to deliver a Memorial Day address in his home district.

In a few days he received a letter from the program chairman giving details.

"The program will open," the chairman wrote, "with the address of welcome by the Mayor, then a recitation of Lincoln's Gettysburg address by a high school student, then your address, then the firing squad."

*

SHE DID!

It was the first time in church for the three-year-old. He was surprisingly patient through the sermon. He toyed with a hymn book, looked around the church with interest, but made no trouble.

Then the minister gave his benediction. The congregation bowed their heads. The child looked at his mother in prayer — head down, eyes closed —and ordered in the clarion voice that only one of his age muster: "Mommy — wake up!"

*

MONEY TALKS

Two old friends met after a separation of many years.

"Well, Tom" said one, "I'm happy to note that your great wealth has not changed you."

"Yes, but it *has* changed me," said the blunt millionaire. "I'm now considered *eccentric* where I used to be merely impolite; and now *delightfully witty* where I used to be rude."

*

LOGICAL

The manager of a department store was mystified by the number of "No Sale" recordings rung up on the cash register by a new clerk. He asked her about it.

"Well," she said, "every time I had a customer who didn't buy anything I pushed the 'No Sale' button. Isn't that what it's for?"

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